**NAME:**

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| **Trait** | **EXEMPLARY 4** | **PROFICIENT 3** | **DEVELOPING 2** | **EMERGING 1** | **NO EVIDENCE 0** |
| **Nonverbal Skills:**  Eye Contact/  Body Language/ Poise | Presentation feels like a natural conversation, presenter knows the subject matter deeply, engaged with the audience throughout. Natural movements emphasize what is being said. Presenter is able to involve others in the presentation with self-confidence and clarity. | Holds attention of audience, use of direct eye contact, seldom looks at notes. Movements seem fluid and help the audience visualize. relaxed, self-confident nature about presentation. | Consistent use of direct eye contact but still returns to notes. Some movements or gestures that enhance articulation. Makes minor mistakes, but quickly recovers from them; displays little or no tension | Displayed minimal eye contact with audience, while reading mostly from the notes. Very little movement or descriptive gestures. Displays mild tension; has trouble recovering from mistakes | No eye contact, student looks at floor, notes, or screen. No movement. Student makes continual errors. |
| **Verbal Skills:** Enthusiasm/ Elocution | Student’s enthusiasm is natural (not over the top). Utilizes variations in tone of voice to influence the audience and emphasize important words/concepts. Student has a strong sense of the audience and plays into the audience’s interests/reactions to increase effectiveness of the presentation. | Demonstrates a strong, positive feeling about topic during entire presentation Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation. | Occasionally shows positive feelings about topic. Student’s voice is clear. Student pronounces most words correctly. Most audience members can hear presentation | Shows some negativity toward topic presented. Student’s voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation. | Student shows only negativity. Audience con not hear presentation. |
| Content | Presents interesting and thoughtful interview topics related to all time frames. Interview material is clearly supported by research. Predictions for the future are creative, insightful, and relevant to the research conducted. | Presents interview topics related to all time frames. Interview material is supported by research. Predictions for the future are relevant to the research conducted. | Presents interview topics related to some time frames. Interview material is somewhat supported by research. Predictions for the future are presented but not relevant to the research conducted. | Presents poorly conducted interview topics time frames. Interview material is poorly supported by research. Predictions for the future poorly presented and not relevant to the research conducted. | Does not presents topics related to time frames. Interview material is not supported by research. Predictions are not presented. |
| Subject Knowledge | Knowledge extends beyond the specific topic, deep connections between topic and other concepts/themes/topics. Student not only answers questions from the audience, but poses high-level discussion questions in return. | Student demonstrates full knowledge by answering all class questions with explanations and elaboration. | Student is at ease with expected answers to all questions, without elaboration. | Student is uncomfortable with information and is able to answer only rudimentary questions. | Student does not attempt to answer questions. |
| Conventions/  Mechanics | Grammar and sentence structure are above grade level and are free of any errors. | Presentation has no misspellings or grammatical errors. Student uses age appropriate language and grammar. | Presentation has no more than two misspellings and/or grammatical errors | Presentation has three misspellings and/or grammatical errors. | Presentation has many errors. |
| Visuals/  Organization | The presentation is interesting and engaging and includes a balance of informative text/information and visuals that enhance viewer understanding. Information is presented in a logical, fluid manner with smooth transitions. | The presentation include a balance of information/text and visuals. Presents information in logical, sequence which audience can follow. | The presentation includes information/ text and visuals. Student presents information but the sequence is difficult to follow. | Presentation lacks information or visuals. Audience has difficulty following presentation because student jumps around. | Presentation does not include text/information and visuals. There is no logical sequence to the presentation. |

**IT WAS EFFECTIVE WHEN:**

**NEXT TIME TRY:**